



THE AGA KHAN UNIVERSITY

Network of Quality, Teaching & Learning

4th Biennial
Scholarship of Teaching
& Learning UnConference

Re-Imagining Learning Centred Teaching In a COVID-19 World

29–30 November 2021
Aga Khan University



“I am still learning”

(Michelangelo at age 87)



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SoTL UnConference 2021

The Aga Khan University's 4th biennial Scholarship of Teaching and Learning Conference aims to facilitate cross-cutting conversations and collaborations on enhancing the quality of teaching and learning in higher education amongst faculty, students, and academic professionals.

This year's theme focuses on "Reimagining Learning Centred Teaching" examining the Covid-19 pandemic with a specific interest on student and faculty learning experiences, quality of teaching, the role of technology in teaching, issues of equity, access and inclusion as well as curriculum transformation. The conference will be an interactive, reflective and inclusive space, focusing on 'new' ways in which teaching, learning and the curriculum can help craft an open dialogue that will ultimately advance the larger profession of teaching post the pandemic.

SoTL 2021 Themes:

Theme 1: Evidencing Collaborations in Teaching for Excellence

Theme 2: Evidencing Innovative Teaching, Learning & Assessment Practices

Theme 3: Evidencing Quality Assurance in Higher Education

Theme 4: Evidencing Students' Learning Experiences

About The Network of Quality, Teaching & Learning

The AKU-wide Network of Quality, Teaching and Learning (QTL_net), set up by the Provost in 2013, aims to support excellence in our academic programmes to ensure a strong student learning experience that enables AKU graduates to meet their programme learning outcomes. In safe, inclusive spaces, QTL_net offers a range of services, resources and programmes to faculty on teaching excellence, scholarship and programme reviews. The way faculty members teach makes a difference in how much students learn and QTL_net aims to provide faculty members the support and enabling environment they need to promote an engaging learning experience for their students.

Virtual Event Etiquettes

For Attendees

- Test your setup
- Mute your microphone, when not speaking
- Turn off your camera if you have bandwidth issues
- Avoid multitasking
- Connect on time
- Clear the background
- Avoid speaking right away
- Don't interrupt others

For Speakers

- Test your setup and internet connectivity
- Turn on your camera so your audience can see you
- Arrive early
- Minimize body movement
- Clear the background /Display a SoTL Unconference background
- Give breaks for lengthy sessions/talks
- Know your audience
- Turn off your notification on your laptop and phone
- Introduce everyone
- Summarize the session before ending
- End on time

UnConference Schedule



CONFERENCE SCHEDULE DAY 1 MONDAY, NOVEMBER 29, 2021 OPENING CEREMONY

TIME	CONFERENCE ACTIVITY
15:00-15:15 (PKT) 13:00-13:15 (EAT) 10:00-10:15 (GMT)	Tilawat Recitation & Bible Reading by Aziza Shaheen and Bisikwa Faith
15:15-15:20 (PKT) 13:15-13:20 (EAT) 10:15-10:20 (GMT)	Welcome Address by SOTLUNC 2021 Chair Dr Jane Rarieya
15:20-15:35 (PKT) 13:20-13:35 (EAT) 10:20-10:35 (GMT)	Our Story: Tribute to Dr. Haile Debas, Chairman pro tem, AKU Board of Trustees
15:35-15:40 (PKT) 13:35-13:40 (EAT) 10:35-10:40 (GMT)	Address by Vice Provost (QTL) Dr Tashmin Khamis
15:40-15:45 (PKT) 13:40-13:45 (EAT) 10:40-10:45 (GMT)	Inaugural Address by President Sulaiman Shahabuddin
15:45-16:00 (PKT) 13:45-14:00 (EAT) 10:45-11:00 (GMT)	Quarantine Teaching Bloopers - Celebrating successes, challenges and mishaps!
16:00-16:40 (PKT) 14:00-14:40 (EAT) 11:00-11:40 (GMT)	Keynote Address by Dr Lucy Spowart, Associate Professor and Programme Lead, University of Plymouth. Question and Answer Session, moderated by Dr Kulsoom Ghias
TEA/BRAIN BREAK	
16:40-17:20 (PKT) 14:40-15:20 (EAT) 11:40-12:20 (GMT)	
17:20-18:00 (PKT) 15:20-16:00 (EAT) 12:20-13:00 (GMT)	Global Solutions Café

UnConference Schedule

CONFERENCE SCHEDULE DAY 2 TUESDAY, NOVEMBER 30, 2021

PECHA KUCHA STORIES BY FACULTY, ACADEMIC STAFF AND STUDENTS

Watch Pecha Kucha Stories on [SOTLUNC – 2021 Website](#)

PEER REFLECTIVE STUDIOS – REFLECTIVE CONVERSATIONS WITH PEERS (PARALLEL SESSIONS)

12:00-12:45 (PKT) | 10:00-10:45 (EAT) | 07:00-07:45 (GMT)

Studio # 1 Professionalizing Teaching through Gaining HEA Fellowship	Studio # 2 Promoting Professionalism through Clinical Practice	Studio # 3 Joining the AKU Teachers' Academy	Studio # 4 Applying for a SoTL Grant	Studio # 5 Developing your Teaching Dossier	Studio # 6 Online Course Design	Studio # 7 Curriculum Renewal	Studio # 8 Quality Reviews
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TEA/BRAIN BREAK

12:45-13:00(PKT) | 10:45-11:00 (EAT) | 07:45-08:00 (GMT)

FLIPPED LEARNING: A MASTER CLASS (PARALLEL SESSIONS)

13:00-14:00 (PKT) | 11:00-12:00 (EAT) | 08:00-09:00 (GMT)

Master Class # 1 Critical Digital Pedagogy	Master Class # 2 Developing a Student-Centred Online Classroom	Master Class # 3 Diversity and Inclusion in an Online Environment	Master Class # 4 Online Course Design: What's the difference between Asynchronous and Independent Learning?	Master Class # 5 Assessment for Learning	Master Class # 6 Differentiated Learning in Higher Education
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LUNCH/TEA BREAK

14:00-15:00 (PKT) | 12:00-13:00 (EAT) | 09:00-10:00 (GMT)

CO-CREATION LEARNING LABS (PARALLEL SESSIONS)

15:00-16:30 (PKT) | 13:00-14:30 (EAT) | 10:00-11:30 (GMT)

Co-Creation Lab # 1 From, "Known to the Unknown", the Exciting Journey of Repurposing Teaching Content for an Online Learning Environment	Co-Creation Lab # 2 Creating Authentic Assessment in the Health Sciences	Co-Creation Lab # 3 Writing Circles - Transforming Teaching and Learning in Higher Education: A Tapestry of Stories from the Field
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TEA/BRAIN BREAK

16:30-16:45 (PKT) | 14:30-14:45 (EAT) | 11:30-11:45 (GMT)

CONFERENCE SCHEDULE DAY 2 TUESDAY, NOVEMBER 30, 2021

CLOSING CEREMONY

TIME	CONFERENCE ACTIVITY
16:45-16:50(PKT) 14:45-14:50(EAT) 11:45-11:50(GMT)	Welcome to the Closing Ceremony
16:50-17:00(PKT) 14:50-15:00(EAT) 11:50-12:00(GMT)	Teaching Tales
17:00-17:05(PKT) 15:00-15:05(EAT) 12:00-12:05(GMT)	Provost Remarks by Provost Dr Carl Amrhein
17:05-17:20(PKT) 15:05-15:20(EAT) 12:05-12:20(GMT)	Our Story: Tribute to Dr. Haile Debas, Chairman pro tem, AKU Board of Trustees
17:20-17:25(PKT) 15:20-15:25(EAT) 12:20-12:25(GMT)	Award Announcement – Award for Collaborative Practices in SOTL (ACPSOTL)
17:25-17:40(PKT) 15:25-15:40(EAT) 12:25-12:40(GMT)	Celebrating Teaching Excellence: TEACH Fellows and Teachers' Academy members
17:40-17:45(PKT) 15:40-15:45(EAT) 12:40-12:45(GMT)	Final Announcements and Vote of Thanks

MESSAGE from the Provost



When the Pandemic hit in March 2020 and AKU's campuses closed, like other Provosts around the world, I looked to our Network of Quality, Teaching and Learning (QTL_net) to support the rapid transition to online learning. The QTL team ably rose to the challenge and pushed us to better coordinate our efforts to facilitate faculty engagement with students in a digital environment. Despite our faculty's personal stresses and fears at a time of uncertainty, collectively, they participated in capacity building opportunities and

peer conversations to teach online.

With adversity comes opportunity. The Covid crisis instilled greater scrutiny on teaching at AKU. With the help of QTL_net and other educational support units, an institutional teaching culture is now embedded at AKU. Examples of this include enhanced teaching professionalisation through the TEACH fellowship scheme, as well as reward and recognition of teaching through teaching dossiers as part of the academic promotion process, along with prestigious membership in the AKU Teachers Academy.

The pandemic has shone a spotlight on teaching and learning in institutions of higher learning around the globe. At AKU, questions have been raised around student and faculty learning experiences, the quality of teaching, the role of technology in teaching, issues of equity, access and inclusion, as well as curriculum transformation. We see the role of Scholarship of Teaching and Learning or SoTL as integral to reflective practice. This year's theme on *Reimagining Learning Centred Teaching in a Covid-19 World* is particularly apt as we further integrate blended approaches in our teaching.

This Unconference aims to celebrate faculty and students across all our campuses. As ONE AKU, we seek to recognise their innovation and efforts while also providing peer-led interactive capacity building opportunities to renew learning-centred teaching that promotes Outcomes Based Education (OBE). Indeed, I am committed to promoting OBE as best practice across all curricula at AKU and I encourage all faculty to take advantage of the peer-led opportunities the QTL team has created.

You are hereby promised a conference with a difference and no zoom fatigue, so do not miss out on this opportunity! I look forward to seeing you online.

Carl Amrhein
AKU Provost & Vice President, Academic

MESSAGE from the Vice Provost



Welcome to the 4th Biennial Scholarship of Teaching and Learning Conference but with a difference as this year it will be an UnConference- the first of its kind at AKU. The conference aims to celebrate faculty and students across all our campuses as ONE AKU, recognizing their innovation and efforts and providing interactive capacity building opportunities led by peers to renew learning-centred teaching.

In the past two years, the Network of Quality, Teaching and Learning (QTL_net) has made significant contributions in enhancing the quality of teaching and learning at the Aga Khan University. At the onset of the Pandemic in March 2020,

QTL_net took lead and responded to the need to 'quaranteaching' during the rapid transition to online course offering. The dedicated and seemingly tireless QTL_net team supported faculty with the designing and delivering of online courses. During this time over 3000 participants, mostly faculty, were engaged in various professional development activities such as digital boot-camps, Ed tech lounges, online course design and instructional skills online workshops. This conference celebrates the many faculty who so committedly, despite their own stresses and pressures with Covid-19, put their students first and rolled up their sleeves to embrace what the digital environment affords their learners. This conference is about celebrating you and your efforts!

With the Provost's oversight, AKU is pioneering its Digital Learning Strategy - thank you to all those who have taken part in shaping the way forward in Reimagining Learning Centred Teaching in a COVID world. This is the theme of our exciting and innovative Scholarship of Teaching and Learning (SoTL) UnConference. Take time out for yourself these two days and take advantage of the myriad of activities on offer to participate in creative activities such as the Global Solutions Café and Co-creation Learning Labs; engage in fun reflection through Quarantine Teaching Bloopers and Pecha Kucha stories or take advantage of faculty development opportunities through Flipped Learning Master Classes and Peer-Reflective Studios. You are promised a conference with a difference and no zoom fatigue, so do not miss this opportunity!

QTL_net's capabilities in quality enhancement, digital learning and professionalising teaching at the whole institution level is being recognised regionally and internationally. The Network is increasingly impacting our institutional teaching culture as AKU continues to reward and recognise teaching excellence through the TEACH Higher Education Academy (UK) Fellowships; Teaching Dossiers that are now a part of promotion; recognition of teaching excellence through the AKU Teachers Academy; and now the first Award for Collaborative Practice in SOTL (ACPSOTL) to be awarded the SoTL Unconference.

Such an institutional culture change needs the buy-in of all our faculty and today QTL_net has reached 91% of our faculty globally with 75% repeat participants in our various programmes. Such sustained institutional change requires support from the very top and we are most grateful to our Chancellor, the Board of Trustees, our President and Provost as well as all the Deans who support their faculty to engage with QTL_net. The dynamic and dedicated 'dream team' that make up QTL_net are here to serve and support you in your commitment to transformational teaching for engaged learning so that our students can be assured of a world-class learning experience at AKU.

Tashmin Khamis
Vice Provost, Quality, Teaching and Learning

MESSAGE from the Conference Chair



Welcome!

It is my great pleasure to welcome you to the fourth Scholarship of Teaching and Learning (SoTL) Biennial Unconference 2021 hosted by the Network of Quality, Teaching and Learning.

This year's conference is happening amidst interesting times with the long shadow of the Covid-19 pandemic hovering over us. Hence, it is no surprise that this year's conference is not only fully digital but is also an Unconference, a complete breakaway from the traditional conference.

The theme of this year's Unconference is Re-imagining Learning Centred Teaching in a Covid-19 World and under this theme the Organising Committee has put together an engaging programme. Our aim is to enable participants to learn interesting facets of teaching and learning amidst fun and laughter. Hence, our pecha kucha sessions, co-creation labs, peer reflective studios and masterclasses on flipped learning on

various topics are all aimed to help us to learn some more about teaching and learning online and offline, presently and into the future. The quarantine bloopers are the icing on the cake, and it is our hope that you will enjoy what the faculty and students from across our campuses have put together. Also, we found a selection of distinguished panelists prepared to speak to you about their lessons learned over the last two years and what lies ahead in a post-pandemic educational world.

This Unconference is special as the first recipients of the Award of Collaborative Practices in SoTL (ACPSoTL) will be recognized and presented with the award during this event.

This year, there were only two sessions open to faculty and students to make submissions to: the pecha kucha and the quarantine bloopers. We received a total of 30 submissions for the pecha kucha and 24 for the quarantine bloopers. The learning sessions will be facilitated by experts within AKU, including members of the Teachers Academy and HEA Fellows as well as our partners and friends from around the globe.

The Unconference brings together participants from the Aga Khan University, the Aga Khan Development Network as well as partners and friends of the Network from as far as North America, the UK and Australia, including Advance HE and University of New South Wales.

As the Unconference Chair, I would like to acknowledge and thank members of the Organizing Committee, Support Services, Deans, Department Chairs, Reviewers, Facilitators, Panelists, Student Leaders and Volunteers for their tremendous support in putting together this Unconference. In addition, I thank QTL_net members for their untiring commitment to ensure that the Unconference not only happened, but that it happened successfully. Lastly, I thank the University Senior Leadership for their continued unwavering support of our conferences, including this one.

I wish you all an enriching, fun- and learning-filled Unconference.

Thank you!

Jane Rarieya
Director, Network of Quality, Teaching and Learning

Keynote

Professor Lucy Spowart



Dr. Lucy Spowart is an Associate Professor in Clinical Education, Programme Lead, and member of the Senior Management Team at The University of Plymouth's Medical School. Lucy has been supporting the development of educators for 25 years and is committed to raising professional standards and promoting the interests of marginalized groups. She is also Chair of the university's Women's Network. Lucy was awarded the Principal Fellowship of the Higher Education Academy in 2018 and a National Teaching Fellowship in 2020. She draws on coaching and mentoring techniques to deliver a

step-change for participants and promote greater self-belief.

Lucy is a member of Advance HE's Expert Advisory Group for Fellowships and accreditation having championed an integrated approach to professional recognition for over 10 years. She is especially concerned that the teaching recognition process has a direct bearing on learning and teaching, inspiring her research that focuses on the impact on the sector.

Twitter: @DrLucySpowart

LinkedIn: <https://www.linkedin.com/in/lucy-spowart-pfhea-5540b845/>

University Page: <https://www.plymouth.ac.uk/staff/lucy-spowart>

Keynote Address

Flexible & inclusive learner-centred teaching: *Be strategic, be human!*

In this 20-minute keynote address, Lucy will share some of her teaching experiences, as well as pedagogic research undertaken at the University of Plymouth, which has led to her advocating for a learner-centered approach to teaching and curriculum design. Lucy believes that pedagogy should always underpin good curriculum design and she draws on Diane Laurillard's work to highlight some of the potential benefits of digital technologies in supporting flexible and inclusive teaching. Most of all Lucy advocates for a supportive culture of risk-taking practices in times of rapid change.

Global Solutions Café

Day 1: November 29, 2021

17:20-18:00 (PKT) | 15:20-16:00 (EAT) | 12:20-13:00(GMT)

Session Chair: Sana Saeed

Session Facilitators: Grace Nakate, Fredrick Mtenzi, Nimira Asif, Munira AmirAli, Tashfeen Ahmed, Maureen Akolo

Global Solutions Café invites students, faculty, and staff from all AKU entities, campuses, and AKDN agencies to participate in a dynamic discussion on teaching and learning challenges during COVID-19 and devise creative solutions to address some common issues. Global Solutions Café aims to create a virtual space for our students, faculty, and staff to share their ideas, thoughts, and experiences in reimagining teaching and learning in a new landscape. It will also serve as a great networking opportunity for our education stakeholders in the AKU global community.

Peer Reflective Studios

Day 2: November 30, 2021

12:00-12:45 (PKT) | 10:00-10:45 (EAT) | 07:00-07:45 (GMT)

Parallel sessions: Online via Zoom Web Conferencing Software

Peer Reflective Studio 1

Professionalizing Teaching through Gaining HEA Fellowship

Satwat Hashmi, Medical College, Aga Khan University, Pakistan

Nahida Walli, Medical College, Aga Khan University, Tanzania

'Professionalizing' of teaching practice in higher education has gained importance nationally and internationally since universities, now more than ever, are dealing with the matter of standard and quality of education for an increasingly diverse student population. Defining professional standards for higher education through HEA fellowship allows for recognizing and benchmarking teaching and support roles against the UK Professional Standards Framework (UKPSF). In this 'Peer Reflective Studio', Dr Nahida and Dr Satwat we will discuss the need, process and benefits of gaining HEA Fellowship and guide faculty to enhance the quality of their teaching practices through attaining this fellowship.

Peer Reflective Studio 2

Promoting Professionalism through Clinical Practice

Sadaf Khan, Medical College, Aga Khan University, Pakistan

Muhammad Tariq Medical College, Aga Khan University, Pakistan

One of the major changes in how medicine is practised in the past 20 years is the transition from patients being passive listeners who follow Clinician's advice to being active partners. Literature identifies integrity, respect, compassion, and professionalism as some of the values that support Clinicians to succeed as partners with their patients. In this Peer Reflective Studio, Dr Sadaf and Dr Tariq will share their thoughts and reflections on the importance of professionalism in clinical practice and its impact on health care. Also, speakers will also shed light on strategies that contribute to the development of professionalism in the academic environment.

Peer Reflective Studio 3

Joining the AKU Teachers' Academy

Kausar Jabeen, Medical College, Aga Khan University, Pakistan

Khairulnissa Ajani, School of Nursing and Midwifery, Aga Khan University, Pakistan

Joining AKU Teachers' Academy has been an honour and has been a learning experience. Even the process of filling the application form provided a great opportunity to reflect and share our experiences. After becoming a member, we learnt a lot from our peers who are from various entities across AKU. In this 'Peer reflective Studio', you will learn about the need, process and benefits of becoming a part of AKU Teachers' Academy and how you can support faculty to enhance the quality of their teaching practices by being part of the Teachers' Academy.

Peer Reflective Studio 4: Applying for a SoTL Grant

Almina Pardhan, Institute for Educational Development, Aga Khan University, Pakistan
Zohra Kurji, School of Nursing and Midwifery, Aga Khan University, Pakistan

The Scholarship of Teaching and Learning (SoTL) is a growing discipline and a goal to introduce SoTL within AKU is to assist faculty to become reflective practitioners and scholarly teachers to discover new knowledge in pedagogy and reflection about their teaching practices. In this 'Peer Reflective Studio' Dr Almina and Ms Zohra will share amazing opportunities that the SOTL Grants has provided them to innovate in their classroom practice to advance teaching as a profession in health and education.

Peer Reflective Studio 5: Developing your Teaching Dossier

Saniya Sabzwari, Medical College, Aga Khan University, Pakistan
Sevgi Adak, Institute for the Study of Muslim Civilisations, Aga Khan University, United Kingdom

In Developing Teaching Dossiers studio, Dr Saniya and Dr Sevgi would like to have a conversation about reflecting on one's own teaching and the role of peer review in enriching that reflection. How do we really benefit from peer review? What forms of peer review are more helpful? How can we articulate best on the effect of our experiences of peer review in our teaching dossier? And finally, they would like to discuss how we can approach teaching as a collective experience that we share not only with our students but also with our fellow teacher colleagues.

Peer Reflective Studio 6: Online Course Design

Unab Khan, Medical College, Aga Khan University, Pakistan
Alice Muraguri, Network of Quality, Teaching and Learning, Aga Khan University, Kenya

The recent pivot to online/remote instruction as a result of the COVID-19 pandemic has highlighted the criticality of intentional course design. The characteristics, needs and preferences of online students are changing and it is critical for higher education institutions to ensure that online learning designers implement approaches that are guided by an evidence base of what works online and based on good practices in our contexts and internationally. In this Peer Reflective Studio, Dr Unab and Ms. Alice will share their reflections of engaging in the process of online course design as well as share key tips to design an effective online course.

Peer Reflective Studio 7: Curriculum Renewal

Mushtaq Ahmed, Medical College, Aga Khan University, Pakistan

Linda Ferrington, The University of New South Wales, Australia

In this session, Professor Mushtaq Ahmed (AKU) and Associate Professor Linda Ferrington (UNSW) will describe Outcome Based Education and the significant advantages that this approach can offer to our undergraduate and postgraduate students. The short introductory presentation will offer a brief overview of this approach to tertiary education and will take participants through a working example of OBE in UNSW's award-winning Medicine Program. Following the presentation, the floor will be opened for questions and comments, and it is hoped that participants from a variety of disciplines will engage in a lively discourse on this topic.

Peer Reflective Studio 8: Quality Reviews

Dilshad Ashraf, Institute for Educational Development, Aga Khan University, Pakistan

Eunice Siaily, School of Nursing and Midwifery, Aga Khan University, Tanzania

Eunice Ndirangu, School of Nursing and Midwifery, Aga Khan University, Kenya

In Peer Reflective Studio 8, speakers will share their reflections of engaging in the external peer review process and their approaches they have undertaken to engage faculty and other stakeholders in implementing the recommendations given by external peer reviewers during their Quality Assurance review cycle. Also, speakers will share their experience developing and implementing the Self-Monitoring Annual Improvement Plan for their academic programmes

Flipped Learning: A Master Class

Day 2: November 30, 2021

13:00-14:00(PKT) | 11:00-12:00(EAT) | 08:00-09:00(GMT)

Parallel sessions: Online via Zoom Web Conferencing Software

Master Class # 1: Critical Digital Pedagogy

Tasneem Anwar, Institute for Educational Development, Aga Khan University, Pakistan

The Master Class on 'Critical Digital Pedagogy' will engage participants in reflecting, critiquing, and reframing digital learning in Higher Education. Through flipped learning participants will recognise the dos and don'ts of digital pedagogy while consciously realizing many of the dehumanizing aspects of oppression and discrimination that are replicated in digital pedagogies. This Master Class also aims to provide a forum for interdisciplinary participants to exchange ideas to approach digital education informed by human centeredness. This would mean asking and engaging with questions about meaningful relation in which technology serves the learners and enhances well-being and equity for all users.

Master Class # 2: Developing a Student Centred Online Classroom

Lucy Spowart, University of Plymouth, United Kingdom

Student centred learning shifts our focus as teachers from concerns about what needs to be taught to what students need to learn. In this workshop we will work individually and collaboratively to explore and experience a range of student centred learning approaches. Come prepared to share, to listen and to support.

By the end of the workshop and associated preparatory tasks you will:

- Develop a greater understanding of student centred learning.
- Experience and reflect on a range of strategies to promote SCL in online spaces.
- Consider your next steps in creating a student-centred online classroom

Master Class # 3: Diversity and Inclusion in an Online Environment

Eileen Hyder, The University of Reading, United Kingdom

The hidden curriculum is generally understood to be the unspoken norms or rules that are part of studying (Hinchcliffe, 2020). This can lead to inequality as some students may find it more difficult than others to navigate these unspoken aspects of learning. This interactive session will consider the hidden curriculum in relation to the online environment. By making explicit the unspoken norms/rules that lie within our practice we will identify next steps for creating more inclusive online learning environments that provide positive and successful experiences for all students.

Master Class # 4: Online Course Design

Kevin Pitts, Seneca College, Canada

Creating a learning environment in the digital age requires educators to rethink curriculum design and teaching methods. The affordances of technology coupled with advances in pedagogical practice have greatly expanded the options available to educators to facilitate learning in the modern, global-focused world.

In this session we will explore some strategies to help educators extend their teaching craft. Using the Learning Flow framework, we'll examine independent, asynchronous, and synchronous teaching and learning methods, the relationship between them, and how, through thoughtful planning, they can be integrated to optimize learning.

Master Class # 5: Assessment for Learning

Silas Taylor, The University of New South Wales, Australia

Video-telephony platforms experienced a surge in educational use in response to the COVID pandemic. Educators globally use them frequently for teaching and IT providers have responded to user requests to improve platforms for education. Yet to date, they remain business meeting tools, and are not built for educational assessment use.

Whilst participants in a call can see and hear each other, what issues present if you want to teach and assess communication skills at scale? In this session we discuss problems of using such platforms for education and look at a platform built specifically for developing communication skills in students.

Master Class # 6: Differentiated Learning in Higher Education?

Syeda Sadia Fatima, Medical College, Aga Khan University, Pakistan

In this session, we will discuss the framework of differentiated instruction and assessment for effective teaching. Examples regarding content, process, product and learning environment will be discussed and participants will be encouraged to design a differentiated session for their setting.

Co-Creation Learning Labs

Day 2: November 30, 2021

15:00-16:30(PKT)|13:00-14:30 (EAT)|10:00-11:30 (GMT)

Parallel sessions: Online via Zoom Web Conferencing Software

Co-creation of Digital Media: From, “Known to the Unknown”, the Exciting journey of repurposing teaching content for an online learning environment.

Misava Edward, Network of Quality, Teaching and Learning, Aga Khan University, Kenya
Gitonga Mbijewe, Graduate School of Media & Communications, Kenya
Alice Muraguri, Network of Quality, Teaching and Learning, Aga Khan University, Kenya
Festus Mukoli, School of Nursing and Midwifery, Aga Khan University, Kenya

The hidden curriculum is generally understood to be the unspoken norms or rules that are part of studying (Hinchcliffe, 2020). This can lead to inequality as some students may find it more difficult than others to navigate these unspoken aspects of learning. This interactive session will consider the hidden curriculum in relation to the online environment. By making explicit the unspoken norms/rules that lie within our practice we will identify next steps for creating more inclusive online learning environments that provide positive and successful experiences for all students.

Creating Authentic Assessment in the Health Sciences

Adrienne Torda, The University of New South Wales, Australia

For far too long, the progress of health science students has depended on getting passing grades in large barrier exams. This is despite the fact that these may result in unrepresentative results, do not generally test higher thinking and learning skills and also have a negative impact on student wellbeing. The time has now come to shift to the creation and use of authentic assessment practices in health science programs. These include things such as formative, progressive and often, workplace-based assessments that actually add to the skill development and reflective capacity of our students. In this session we will explore approaches to authentic assessment practices.

As well as a passion for teaching, Adrienne is also a senior Infectious Diseases physician and clinical vaccine expert.

Writing Circles: A Tapestry of Teaching Tales (Transforming Teaching and Learning in Higher Education: A Tapestry of Stories from the Field)

Jane Rarieya, Network of Quality, Teaching and Learning, Aga Khan University, Kenya

Tashmin Khamis, Network of Quality, Teaching and Learning, Aga Khan University, Kenya

Since its inception, the Network of Quality, Teaching and Learning has been running faculty development activities aimed at enhancing teaching and student learning experiences. Faculty feedback on the aforementioned activities have always indicated change in practice as a result of engaging in these activities. The purpose of the book is to capture the impact of QTL_net activities on faculty practice. The book calls for authors to share their reflections or research on teaching and learning as a consequence of QTL_net faculty development activities thereby contributing theoretical perspectives and practical ideas for ways in which faculty developers and educators can broadly respond to educational transformation in higher education particularly in the global South. The book is intended to make a scholarly contribution to the theory and practice of teaching and learning in higher education as well as faculty development. Although authors may focus on the specific context of their practice, it is important for authors to point out how the ideas in the chapter could be applied in other HE contexts in the south or wider global context.

Pecha Kucha Stories

[Watch Pecha Stories on our SOTL UnConference Website](#)

How Teaching Empathy in the Classroom Transforms Students' Lives?

- Ahmad Amirali, Educator, STEP Programme, Ismaili Tariqa and Religious Education Board for Pakistan

Together We Can... Believe in Yourself the Key for Success

- Rafat Jan, Professor and Associate Dean, Outreach Office, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Amber Naz David, Coordinator, eLearning, School of Nursing and Midwifery, Aga Khan University, Pakistan

Hayy Ibn Yaqzan's Story Through a Predictive Story Telling Approach

- Altaf Somani, Educator, STEP Programme, Ismaili Tariqa and Religious Education Board for India
- Khairunissa Lakhani (Ideation Credits), Educator, STEP Programme, Ismaili Tariqa and Religious Education Board for India

Unbend Yourself: Building A Strong Self-Concept for Improved Mental Resilience

- Kendi Muchungi , Kendi Muchungi, Instructional Designer, The Brain & Mind Institute, Aga Khan University, Kenya

Rewriting The Princess & The Pea: Sleep & Mental Wellbeing

- Kendi Muchungi , Instructional Designer, The Brain & Mind Institute, Aga Khan University, Kenya
- Mahreen Sulaiman, Critical Creative Innovative Thinking, Aga Khan University, Pakistan

Proposed: University-Schools Partnership for Continuing Education in Lockdown – Covid-19 and AKU students at AKESP schools in Gilgit Baltistan and Chitral

- Munira Shaheen, Assistant Manager, Faculty of Arts and Sciences, Aga Khan University, Pakistan

Connection Strategies Amid COVID-19 by AKU

- Nowshin Iqbal, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Erum Rehmat, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Irfana Shaheen, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan

Flip Your Classes for Gamification

- Ovin Nyakango Nyarango, Student, Master of Education, Institute for Educational Development, Aga Khan University, Tanzania

Jaket & Blanket with COVID Brother

- Wasim Iqbal, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Fehmida Shaukat, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Ijaz Ahmed, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Qasim Hussain, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan

Workplace based assessment: Mini CEX and DOPS

- Rashna Hoshang Sukhia, Assistant Professor, Medical College, Aga Khan University, Pakistan

Workplace Based Assessment: Mini CEX (Mini Clinical Evaluation Exercise) and DOPS (Direct Observation of Procedural Skills)

- Rashna Hoshang Sukhia, Assistant Professor and Associate Program Director, Orthodontics Residency Program, Medical College, Aga Khan University, Pakistan
- Leelan Kanwal, Resident Orthodontics, Medical College, Aga Khan University, Pakistan
- Professor Mubassar Fida, Professor and Program Director, Orthodontics Residency Program, Medical College, Aga Khan University, Pakistan
- Umair Shoukat, Chief Resident Orthodontics, Medical College, Aga Khan University, Pakistan
- Muhammad Maaz, Resident Orthodontics, Medical College, Aga Khan University, Pakistan
- Hafsa Qabool, Resident Orthodontics, Medical College, Aga Khan University, Pakistan
- Aqeel Ahmed, Resident Orthodontics, Medical College, Aga Khan University, Pakistan
- Wafa Idrees, Resident Orthodontics, Medical College, Aga Khan University, Pakistan
- Kanza Tahir, Resident Orthodontics, Medical College, Aga Khan University, Pakistan
- Afeefa Abul Barakaat, Resident Orthodontics, Medical College, Aga Khan University, Pakistan

Adventures in Emotional Intelligence on the Silk Road

- Robin Higgins, University Counsellor, School of Arts and Sciences, University of Central Asia

How do we perceive the role of Children in our schools?-Enhancing Students' voice

- Rubina Nooruddin , Educator, STEP Programme, Ismaili Tariqa and Religious Education Board for Pakistan

Capacity building for Laboratory-based innovative approaches for teaching

- Sabah Farhat, Research Associate Biological and Biomedical Science, Medical College, Aga Khan University, Pakistan
- Sadia Fatima, Assistant Professor, Medical College, Aga Khan University, Pakistan

Beginning of an Online Journey

- Sabeen Mansoor, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Shehla Khan, Assistant Professor, School of Nursing and Midwifery, Aga Khan University, Pakistan

The Third Leg - Hero of My PhD Journey

- Shairose Jessani, Student, Doctor of Philosophy in Education, Institute for Educational Development, Aga Khan University, Pakistan

Reflections: Down the memory lane

- Shanaz Cassum, Assistant Professor, School of Nursing and Midwifery, Aga Khan University, Pakistan

Thinking of creating a MOOC ? Learn from a student experience!

- Shazveen Saleem, Prospective Student, Medical College, Aga Khan University, Pakistan
- Zeenar Salim, Instructional Designer, Network of Quality, Teaching and Learning, Aga Khan University, Pakistan

Enhancement of Online Teaching Culture

- Shehla Khan, Assistant Professor, School of Nursing and Midwifery, Aga Khan University, Pakistan

\Capturing the Successes and Challenges associated with Online Learning during COVID-19: Reflections of Early Childhood Practitioners

- Silpa Aziz, Senior Manager, Centre for Early Child Development, Aga Khan University, Pakistan
- Aliza Rahim, Senior Assistant, Centre for Early Child Development, Aga Khan University, Pakistan

Quaranteaching in Times of Pandemic

- Sadia Muzaffar Bhutta, Associate Professor, Institute for Educational Development, Aga Khan University, Pakistan
- Uzma Muneer, Alumna, Institute for Educational Development, Aga Khan University, Pakistan
- Kiran Qasim Ali, Teaching and Learning Specialist, Network of Quality, Teaching and Learning, Aga Khan University, Pakistan

Virtual Reality Simulation - A Guardian Angel

- Zohra Kurji, Assistant Professor, VRS Lead, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Sara Sheikh, Student, Master of Science in Nursing Programme, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Arisha Khowaja, Student, Bachelor of Science in Nursing Programme, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Aliya Rashid, Student, Master of Science in Nursing Programme, School of Nursing and Midwifery, Aga Khan University, Pakistan

The Uganda Experience: Continuing Early Childhood Education during the COVID-19 Pandemic

- Zeenar Salim, Instructional Designer, Network of Quality, Teaching and Learning, Aga Khan University, Pakistan
- Sana Budhwani, Former student, The Aga Khan University
- Anil Khamis, Faculty Research Professor Institute for Human Development, Institute for Global Health and Development, Institute for Educational Development The Aga Khan University & University College London Institute of Education United Kingdom

Accelerated learning approach: A strategy to help teachers compensate for the time lost during Covid-19 school closure

- Winston Edward Massam, Assistant Professor, Institute for Educational Development, Aga Khan University, Tanzania

Becoming a digitally compliant teacher: Lessons from a master's in education course

- Mweru Mwingi, Assistant Professor, Institute for Educational Development, Aga Khan University, Tanzania

Signature Pedagogies of Teacher Education in Pakistan

- Nusrat Fatima Rizvi, Assistant Professor, Institute for Educational Development, Aga Khan University, Pakistan

Reflection on COVID-era

- Aliya Rashid & Raheela Razzak, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan

Tell us which Pecha Kucha Stories did you watch? Which video did you like the most and why? Share with us one take-away message from that video. Post your responses on [Padlet Wall](#)

Quarantine Teaching Bloopers

Teaching Bloopers: The Fun Part of The Online Teaching

- Shehla Khan, Assistant Professor, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Shagufta Iqbal, Senior Instructor, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Ajaz Khan, Lab Technician, School of Nursing and Midwifery, Aga Khan University, Pakistan

Teaching Reborn

- Nahida Zahir Walli, Senior Instructor, Programme Director, Paediatrics, Medical College, Aga Khan University, Tanzania
- Kiran Qasim Ali (Video Credits), Teaching and Learning Specialist, Network of Quality, Teaching and Learning, Aga Khan University, Pakistan

Different Characters During Zoom Class

- Muhammad Karim, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
- Job Annette, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
- Elia Nasim, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
- Ghunwa Memon, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
- Sadaf Hameed, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
- Sajila Bano, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
- Sajila Parveen, Students, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan

A Quarantine Backstory

- Anusha Aslam, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Raheela Razzak Mohammed, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Shoaib Sultan, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan

Pakistan

The Unusual Classroom

- Mubashir Artas, Student, Communications & Media, University of Central Asia
- Azra Nisar, Student, Computer Science Programme, University of Central Asia
- Bashir Alam, Student, Computer Science Programme, University of Central Asia
- Tariq Aziz, Student, Computer Science Programme, University of Central Asia
- Zakir Hussain, Student, Computer Science Programme, University of Central Asia

Us Vs. Our Brains During Zoom Class

- Muhammad Karim, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
- Job Annette, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
- Elia Nasim, Student, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan
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- Sajila Parveen, Students, Associate of Science in Dental Hygiene Programme, Medical College, Aga Khan University, Pakistan

Dreaming Future During Online Classes

- Purnoor Baig, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Kainat Karim Khan, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Anila Rahman, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Saima Baig, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Farida Bano, Student, Bachelor of Science in Nursing, School of Nursing and Midwifery, Aga Khan University, Pakistan

Teaching Tales

The Joys of Online Teaching

- Hasan Salman Siddiqi, Assistant Professor, Medical College, Aga Khan University, Pakistan

School, Ah Ha: Slipups in Pandemic

- Shahnaz Shahid Ali, Senior Instructor, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Nimira Asif, Assistant Professor, School of Nursing and Midwifery, Aga Khan University, Pakistan
- Farzana Adnan, Senior Instructor, School of Nursing and Midwifery, Aga Khan University, Pakistan

The Journey with No End

- Sadia Fatima, Assistant Professor, Medical College, Aga Khan University, Pakistan

Presenter Mode Bloopers

- Shazma Jaffer, Student, Master of Education Programme, Institute for Educational Development, Aga Khan University, Tanzania

قرنطینہ کا جو زمانہ آ گیا, Here Comes the Time of Quarantine

- Shairose Irfan Jessani, Student, Doctor of Philosophy in Education, Institute for Educational Development, Aga Khan University, Pakistan

Perils Of Online Teaching

- Abeer Hammadi, Blended and Digital Learning Associate, Network of Quality, Teaching and Learning, Aga Khan University, Pakistan

Zoomtoon Recess for Covid-19 Pedagogy Boom

- Jacqueline Atak, Student, Master of Education, Institute for Educational Development, Aga Khan University, Tanzania

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SoTL UnConference Reviewers

We wish to thank the following members for their time, efforts, and contributions in reviewing the videos we received.

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Fredrick Mtenzi, Kausar Jabeen, Mohammad Irfan, Sam Kama, Sana Saeed, Satwant Hasham, Shanaz Cassum, Stephen Lyon, and Sohail Ahmed

Reviewers for Quarantine Teaching Bloopers Videos

Diana Kassaman, Nahida Walli, Saad Zubair Edward Misava, Faisal Notta, Shan Jessani, Zahra Tharani, and Munir Tharwani

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